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ABSTRACT

A study examined systematically the relationship of 40 teacher characteristics and the reading improvement of adult basic education (ABE) and adult secondary education (ASE) students. Subjects were 50 adult basic and secondary education teachers and 663 of their students from a dozen adult literacy programs in a Southern state. A multiple regression technique was employed to generate an equation to predict student reading gains on the basis of teacher characteristics. Results indicated that only 4 of the 40 examined teacher characteristics warranted inclusion in the final predictive equation: number of years a teacher had been working with adults in the same location; number of years since completion of the last college degree; teacher perception of percentage of reading gain attributable to his/her instructional and motivational efforts; and number of years since a teacher had completed a college-level reading instruction course. Results also indicated that only one of 14 student characteristics was related to reading improvement: pre-instructional Test of Adult Basic Education score. Recommendations include that, when student reading progress, the preeminent learning outcome, and other characteristics of prospective and incumbent teachers are equal, employment and retention decisions concerning ABE and ASE teaching positions should be based in the four teacher characteristics identified. (Contains 36 references and 7 tables of data). (RS)

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Teacher Characteristics as Predictors of Reading Improvement among Adult Basic and Secondary Education Students

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D. C. Spinks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Teacher Characteristics as Predictors of Reading Improvement Among Adult Basic and Secondary Education Students

Given the paucity of empirical literature linking the characteristics of adult literacy teachers to the reading progress of their students, this study examines systematically the relationship of forty(40) teacher characteristics and the reading improvement of adult basic and adult secondary education students and predicts such improvement. Among these examined teacher characteristics were demographic characteristics such as gender, race and age as well as professional factors including amounts of training and levels of certification.

This study involves fifty(50) adult basic and secondary education teachers and six hundred sixty-three(663) of their students from a dozen adult literacy programs in a Southern state.

A multiple regression technique was employed to generate an equation to predict student reading gains on the basis of teacher characteristics. These gains were expressed in terms of Test of Adult Basic Education(TABE) scale scores. An ANOVA was used to identify those teacher characteristics which merited inclusion in the generated equation.

Results indicated that only four(4) of the forty(40) examined teacher characteristics warranted inclusion in the final predictive equation. These characteristics were "the number of years a

teacher had been working with adults in the same location", "the number of years since completion of last college degree", "teacher perception of percentage of reading gain attributable to his/her instructional and motivational efforts", and "the number of years since a teacher had completed a college-level Reading instruction course". While experience in teaching adults in a given location, length of post-degree teaching experience, and teacher perception of self-impact upon student reading gains were positively related to reading gains among ABE and ASE students, years since college-level training in Reading instruction was negatively related. These four characteristics accounted for over 8% of the variance in average reading gains arising from "class"-level factors and almost 2% of the total variance in average reading gains.

Moreover, only one of the fourteen(14) student characteristics which were related to student reading gains in the course of a preliminary analysis were determined to possess significant links with reading improvement among ABE and ASE students. Pre-instructional TABE scale score was positively related to reading gain. Among the thirteen(13) unrelated student traits were age, gender, race, previous educational level, and receipt of public

assistance.

Recommendations include that, when student reading progress is the preeminent learning outcome and other characteristics of prospective and incumbent teachers are equal, employment and retention decisions concerning ABE and ASE teaching positions should be based upon the amount of teaching experience with adults in the same location; the number of years since completion of last college degree; teacher perception of the degree of positive impact of his/her instructional and motivational efforts upon student reading improvement;and the recency of completion of college-level training in Reading instruction.

INDEX WORDS: Teacher Characteristics, Student Characteristics, Reading Improvement, Adult Basic Education, Adult Secondary Education, Multiple Regression

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Teacher Characteristics as Predictors

of Reading Improvement

Among Adult Basic and Secondary Education Students

Introduction

Reading is the most important subject studied by the adult student. It supports all the other methods of learning(Houle,1964). Reading is the primary competency required for lifelong learning. It enables the adult learner to adjust to novel situations arising because of the hectic pace of change in the modern world(Knowles,1978). Moreover, reading skills empower the adult to handle routine functions as well. They enable the modern individual to read a ballot and vote, to obtain information from newspapers and magazines, and to complete application forms(Bowren & Zintz,1977). The absence of substantial reading skills handicaps a person in the contemporary 'hi-tech' world(Dinnan,1971).

Paradoxically, while the average American reads better than ever(Brizius & Foster,1987), a growing population of adults does not demonstrate the reading skills the vast majority of Americans will need if the United States is to maintain its position of world leadership(McCune & Alamprese, 1985). While the exact number of Americans who lack needed reading skills is unknown, Chall(1987) estimated that 72 million American adults experienced reading problems which interfered significantly with their lives. Twenty-seven million adults could not read simple texts or street signs; forty-five million could not read local newspapers and articles in digest-type magazines; seventy-two million could not read technical manuals and national news magazines.

These tens of millions of adults are not confined to one geographical area, one socioeconomic stratum or ethnic group. Similarly, the negative impact of their reading difficulties is not limited to one arena of our national life. Rather, several spheres are impacted. These include the economic, political and social.

The implementation of programming effective in ameliorating the problem of adult illiteracy in America is dependent upon the existence of a highly effective corps of adult literacy teachers. Unfortunately, the late 1980s saw an absence of such a group(Chisman,1990).

Review of the Literature

However, the adult literacy literature provides numerous suggestions concerning the attributes of such a group. These attributes may be organized into several categories: teacher competencies, personality characteristics, experiential background factors and teaching style.

The adult literacy literature suggests that the effective teacher possesses numerous competencies, including knowledge of the adult learner (Crabtree,1970;Jorgensen,1988;Ulmer,1972); familiarity with his/her cultural background(Bowren & Zintz,1977;Brizius & Foster,1987); the ability to make content relevant to students' lives(Al-Thoupety,1989;Foster,1990); knowledge of teaching procedures effective with adults(Crabtree,1970; Ulmer,1972); insight into the reading process in adults; and keen listening skills(Bowren & Zintz,1977).

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The literature also suggests that personal characteristics contribute to teacher success in the adult literacy classroom(Nunes & Halloran,1987). These characteristics include respect for his/her students(Balmuth,1986); genuine concern for their welfare(Fellenz & Conti,1984); accessibility (Bowren & Zintz,1977); belief in their ability to learn(Fellenz & Conti,1984; Bowren & Zintz,1977); sensitivity to student interests(Bowren & Zintz,1977; Brown,1970); an understanding of student needs(Griffith & Cunningham,1970; Ulmer,1972); warmth toward his/her students(Griffith & Cunningham,1970); empathy for their situations(Bowren & Zintz,1977;Griffith & Cunningham,1970); encouragement of their efforts; firmness in their expectations for student progress(Bowren & Zintz,1977). S/he should love teaching and believe in the importance of teaching in adult basic education(ABE)(Fellenz & Conti,1984); be enthusiastic about Reading(Balmuth,1986); committed to education as a career(Aker et al.,1968); and self-confident(Griffith & Cunningham,1970).

Experiential background is a third important teacher attribute suggested by the adult literacy literature. This literature suggests that training is a critical component of the background of effective teachers in adult literacy programs(Harman,1985). The literature describes several forms of such training: professional training(Crabtree,1970);intensive, pre-service training(Ast,1970);continuing in-service training(Ulmer,1972); teacher training projects(Smith & Martin,1972); training in Reading instruction and in working with learning disabled adults(Lauber,1983); coursework related to adult literacy(Newman,1984); as well as training in the teaching of non-traditional curricula based upon living skills(Orem,1980) and in teaching traditional academic topics(Foster,1990).

A second important aspect of the experiential background of the adult literacy teacher is teaching experience. Teaching experience has been related to the learning gains of students in adult literacy programs(Aker et al.,1968;Ulmer,1972).

Teaching style is a fourth teacher attribute considered by the adult education literature. Gadsden(1988) suggest that the teacher's style may be related to the learning gains achieved by his/her students. These gains may arise as a consequence of a compatibility between a teacher's style and one or more of several instructional variables, including student personality, subject matter, and instructional situation(Griffith & Cunningham,1970). Conti(1985) suggests that the collaborative teaching style may promote adult learning in certain contexts.

Statement of the Problem

While the literature pertaining to the attributes of teachers perceived successful in their work in adult literacy programs is provocative, it is characterized by a significant deficit. The literature in adult literacy lacks a substantial number of items taking systematic, empirical approaches to the issue of how teacher attributes relate to the progress of adult readers. The efforts of Jones(1967), Travis & Leonard (1981) and Conti(1985) to seek systematically relationships between the traits of practicing adult literacy teachers and the reading progress of their students are notable exceptions.

This paucity has produced a significant problem:

> There is a need for empirical research evidence relating teacher characteristics to reading improvement among adult basic and secondary education students.

Purpose of the Study

The purpose of this study is to identify selected teacher characteristics which are linked to reading improvement among adult basic and secondary education students. These teacher characteristics will be used to predict reading improvement among these students.

The gap in the adult literacy literature base concerning the relationship between teacher characteristics and student reading progress should be addressed. While there are numerous teacher characteristics which might be related to reading progress among adult literacy students, this study focuses upon only a portion. These include characteristics pertaining to teacher experiential background factors, demographic factors, personality traits, teacher-professed teaching style, and professional factors.

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DESIGN AND METHODOLOGY

Conceptual Framework

Teacher characteristics account for much of the variance in student achievement(Conti,1978). However, the adult education literature contains a paucity of empirically-based knowledge pertaining to relationships of the characteristics of teachers in adult basic education(ABE) and adult secondary education programs with the reading improvement of their students.

To ameliorate this situation, forty(40) teacher characteristics possessed by a sample of fifty(50) adult basic and secondary teachers in a southern state were measured. They were then analyzed in relation to residualized student reading achievement summarized to the teacher level. These teacher characteristics included total number of years of teaching experience, number of years spent teaching adults, number of college-level Reading courses successfully completed, degree of conformance to the collaborative teaching style and thirty-five(35) other teacher-related traits.

Identification of the teacher characteristics included in the pool from which teacher traits were selected were based upon three factors: current acceptable professional practice, literature support and personal professional experience. First, professional practice is frequently characterized by use of teaching experience and teacher certification level as criteria for faculty selection in ABE and ASE programs.

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Second, the adult education and related literature suggest the possibility of links between numerous teacher characteristics and student reading improvement. The adult education literature provides many expert-authored items which link improvement among ABE and ASE readers to teacher knowledge and skills regarding reading instruction, expertise in adult learning, and personality traits(Bowren & Zintz,1977;Dinnan,1971; Newman,1980).

Third, while the adult education literature affords little empirical support for relationships between numerous adult basic and secondary education teacher characteristics and student reading improvement in their classes, the first author's nine years of experience in teaching and directing ABE and ASE classes led to questions about the potential effect of teacher traits upon ultimate student reading achievement. Seemingly, adults in basic and secondary classes learn more readily when teachers demonstrate personal interest in their students and believe they can make a difference in their students' learning, to name only two seemingly relevant teacher characteristics.

The study sought to determine whether some of these identified teacher variables were related to reading gains achieved by their respective adult basic and secondary education students. This determination was accomplished using two phases of multiple regression analysis. Initially, an analysis of identified characteristics of students in the sample was done to assess which, if any, of fourteen(14) student characteristics examined was significantly related to final reading achievement. Subsequently, residualized student achievement was summarized at the teacher level creating a variable which was examined in relation to teacher characteristics.

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Population

The population for the study consisted of the adult basic and secondary education classes conducted throughout a southern state by its adult literacy, public welfare and correctional agencies.

Sample

From this population of adult basic and secondary education classes were selected a sample of fifty(50) such classes.

A final decision concerning participation of an adult basic or secondary education class in the study was based upon two criteria: the availability of pre- and post-instructional reading achievement and other pertinent student data from each selected class as well as the willingness of its teacher to complete a teaching style-assessment instrument and a questionnaire.

Instrumentation

This study employed five(5) instruments. These are The Test of Adult Basic Education(TABE), The General Educational Development Test(GED), The Official GED Practice Tests, The Principles of Adult Learning Scale(PALS) and a researcher-developed questionnaire designed to be completed by participating teachers.

The reading achievement of the students as measured by either the TABE Reading subtest, The GED Literature and the Arts subtest, or the Official GED Practice Test's Literature and the Arts subtest were converted to TABE scale scores. Scores from the GED subtest and the Official GED Practice subtest were converted to TABE scale scores via a conversion table supplied in the TABE Examiner's Manual.

The degree to which teachers in adult basic and secondary education classes conformed to the collaborative teaching style as espoused by Knowles (1970) was determined through use of The Principles of Adult Learning Scale (PALS). The PALS is a self-report measure composed of forty-four(44) items. Each contains a descriptive statement to which a teacher would respond by circling one of six choices presented in a Likert-scale format. The scores on all items would be totalled. The total score for each teacher would be computed. Total scores on this instrument potentially range from 0 to 220. The mean for the final 44-item version of the PALS is 145.69, while its standard deviation is 21.9. Teachers who score above this mean would be considered more collaborative than those who score below it.

The PALS' forty-four(44) items are organized into seven subtest categories. These categories measure the degree to which a teacher provides adult-centered learning activities(subtest 1); personalizes instruction(subtest 2); relates learning to adult experiences(subtest 3); assesses student needs(subtest 4); builds a positive classroom climate (subtest 5); promotes student participation in the learning process (subtest 6); and is flexible to allow for the personal development of each student(subtest 7)(Conti,1978).

Setting

The study involved fifty(50) adult basic and secondary classes operated by a southern state's literacy, public welfare and correctional agencies. The population of these classes was composed of persons who were at least 16 years of age and whose standardized Reading entrance test grade-equivalent scores did not exceed 12.9.

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RESULTS

Descriptive Data

Data describing fourteen(14) student and forty (40) teacher variables were collected. Student data included pre-instructional TABE scale scores, most recent TABE scale scores, gain scores, highest grade completed, length of current enrollment, gender, age, race, employment status, availability for work, receipt of public assistance, possession of goal orientation, possession of learning orientation, and hours of instruction attempted between pre-instructional and most recent testings (Table A).

Teacher data described teacher age, gender, whether each teacher was of the same gender as majority of his/her students studied, race, whether each teacher was of the same race as the majority of his/her students studied, level of teaching certification, total years of teaching experience, total years spent teaching adults, years spent teaching at the same location, number of college-level adult education courses completed, number of college-level reading instructional courses finished, number of years elapsed since last college-level reading course, number of college-level psychology and sociology courses completed, years of college credit earned, age at which each's bachelor's

degree was earned, years elapsed since last college-level degree, parents' highest grades completed, teacher-estimated percent of class time devoted to reading instructional activities, teacher-estimated percent of class sessions during which teacher provided encouragement to all students, teacher-estimated percent of reading improvement attributable to teacher instructional and motivational efforts, teacher-estimated percent of students whom the teacher thinks will meet their respective reading goals, total score on the PALS instrument, subtotal score on each of the PALS' seven subtests, time of day during which each teacher held classes, where each teacher held classes, whether each teacher worked full- or part-time, whether the teacher worked as a public school reading teacher, and whether the teacher was certified to teach reading in the public schools(Table B).

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Analyses

Because no other student-level variable made a statistically significant improvement to the prediction of most recent TABE performance during the initial analyses of the data, initial performance on the TABE as the sole student-level predictor of most recent TABE performance. That variable alone accounted for .630 of the variation in most recent TABE performance(see Table C).

At the point at which all the student-level variables except initial TABE performance had been eliminated, a set of dummy variables coding for teacher were added to the prediction equation to assess the extent to which teacher-level variables might be useful in prediction. The addition of those variables led to a statistically significant increase in the variation of most recent TABE performance adding an additional .085 to the overall R-squared.

Table C

Results of the Regression Analyses at the Student-Level

Predictor Variable	R-squared	Increase in R-squared
TABE Pre-instruction Score	.630	-
Teacher	.715	.085

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At that point, residuals were formed for each student based on the prediction model using only TABE pre-instructional score. Those residuals along with the teacher-level variables were summarized to the teacher-level for further analysis.

The results of the stepwise regression analyses using the teacher-level predictors appear in Table D with the estimated regression weights in Table E. Overall, the teacher variables which were included yielded an R-squared of .592 for explaining the average residuals produced in the first stage of the regression analyses. The variables which were selected at this stage included the teacher's perception of reading gains attributable to his/her own instructional and motivational efforts(positively weighted), the number of years since the instructor's last degree(positively weighted), the number of years since his/her last college-level reading instruction course(negatively weighted), and the number of years teaching in the same location(positively weighted).

Table D

Results of Regression Analyses at the Teacher Level

Predictor Variable	R-squared	Increase in R-squared
Years Teaching in Same Location	.175	------
% Reading Gain Attributed to Teacher's		

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Instructional & Motivational Efforts by Teacher Him/Herself	.365	.190

Table D(cont.)

Predictor Variable	R-squared	Increase in R-squared
Years Since Last College Degree	.509	.144
Years Since Last College-Level Reading Course	.592	.083

Table E

Estimated Regression Weights at the Teacher Level

Predictor Variable	Beta	T	Sig T
Years Teaching in Same Location	.351	2.515	0.0197
% Reading Gain Attributed to Teacher's Instructional & Motivational Efforts by Teacher Him/Herself	.428	3.055	0.0058
Years Since Last College Degree	.471	3.260	0.0036
Years Since Last College-Level Reading Course	-.307	-2.110	0.0464

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IMPLICATIONS

This study's findings suggest that, when other teacher characteristics are equal, adult literacy program administrators should give priority to hiring and retaining as teachers persons who have more experience in teaching in a given location, who perceive that their instructional and motivational efforts promote reading improvement among their adults students, who have more years of service since completion of their last college degree or have recently successfully completed college-level Reading instructional coursework. They should give highest priority in such decisions to persons meeting all four criteria.

These findings also suggest that program administrators might explore potential benefits from teacher in-service training to promote reading gains among ABE and ASE students.

CAUTIONS

But, it should be cautioned that the generalizability of these implications to other adult literacy contexts is circumscribed by the non-random nature of the teacher and student samples and the incomplete status of the student data set upon which they are based. While determination of the degree of representativeness between the teacher sample and teacher population in the state studied was not feasible because of the unavailability of a data-base pertaining to the demographic characteristics of the statewide population of ABE and ASE teachers, the degree to which the student sample was representative of the gender and racial

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composition of the chosen state's ABE and ASE student population was explored. The gender and racial compositions of the sample did differ significantly from those of the statewide ABE/ASE population.

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RECOMMENDATIONS

Some recommendations concerning adult literacy theory and practice may be developed based on the current study. These recommendations are offered as suggestions for strengthening the foundations of adult literacy practice and theory and are organized around the groups toward whom these recommendations are directed: adult literacy program administrators and adult literacy theorists.

To the extent that the characteristics of a literacy program's student population are similar to those of this study's sample, program administrators and policymakers might reasonably, in choosing among persons who appear to be equal in all other characteristics, give priority in hiring and retention decisions to those persons who have worked longest with adult students in a given location, who perceive their instructional and motivational efforts more influential in promoting reading gains among their students, who have more post-degree teaching experience and/or who received their training in Reading most recently.

Moreover, administrators and policymakers should emphasize the collection and ready availability of accurate demographic, academic and other information concerning their teacher and student populations; such data would be useful in efforts to develop effective teacher and student profiles.

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Adult education theorists should undertake replicative empirical studies to insure that the teacher variables linked by this study to reading gain among ABE and ASE students are significantly related to the reading progress demonstrated by adults in similar and dissimilar basic and secondary education programs. They should also undertake empirical studies to examine possible relationships between reading improvement among ABE and ASE students and other teacher characteristics examined in this study but seemingly unrelated to such improvement. These theorists should also conduct empirical studies to determine whether several teacher characteristics not examined in the present study might be related to reading gains among ABE and ASE students; these unexamined characteristics include the breadth and depth of teacher knowledge concerning the reading process among adults; teacher personality traits, particularly empathy for students; degree of teacher participation in in-service training activities; years elapsed since successful completion of a college-level adult education course; and teacher's social background, among others.

Adult education theorists might also examine how subject matter area(such as math, language, social studies and science) and educational context(ABE or ASE) might interact with teacher and student variables to produce varying relationships of teacher and student characteristics with student learning gain.

To the extent to which these recommendations promote theory-building and inform professional practice in adult basic and secondary education(ABE/ASE), the energies expended in their development will have been well spent.

Table A

Descriptive Statistics for Student-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
TABE Pre-test (0-999)	725.19	71.34	80.50	819.50	663
TABE Post-test (0-999)	744.26	54.95	80.50	917.50	663
Highest Grade Completed	9.64	1.87	.00	12.00	276
Length of Current Enrollment (months)	7.68	6.50	.60	36.00	424
Gender (male=1, female=2)	1.70	.48	1.00	2.00	535
Age	31.00	11.42	16.00	68.00	461
Race (White=1, Black=2)	1.67	.47	1.00	2.00	499
Employment Status (Employed=1, Unemployed=2)	1.54	.50	1.00	2.00	480
Availability for Work (Yes=1,No=2)	1.77	.42	1.00	2.00	310
Receipt of Public Assistance (Yes=1,No=2)	1.28	.45	1.00	2.00	256

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Table A(cont.)

Descriptive Statistics for Student-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
Possession of Goal Orientation (Yes=1,No=2)	1.02	.15	1.00	2.00	453
Possession of Learning Orientation (Yes=1,No=2)	1.99	.10	1.00	2.00	453
Hours Attempted	114.66	234.44	4.00	3003.00	325

Table B

Descriptive Statistics for Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
Age	47.04	10.15	19.00	70.00	48
Gender (Male=1, Female=2)	1.88	.33	1.00	2.00	49
Gender Identity (Same=1, Different=2)	1.47	.50	1.00	2.00	45
Race (White=1, Black=2)	1.33	.48	1.00	2.00	48
Racial Identity (Same=1, Different=2	1.51	.51	1.00	2.00	43
Undergrad Certificate Only (Yes=1,No=2)	1.72	.45	1.00	2.00	50
Graduate Certificate (Yes=1,No=2)	1.60	.49	1.00	2.00	50
Total Yrs. Teaching Experience	16.69	11.26	.00	43.00	49
Total Yrs. Teaching Adults	6.54	6.44	.00	29.00	48
Years Teaching at Same Location	5.04	5.85	.00	24.00	48

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Table B(cont.)

Descriptive Statistics for Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
College-level Courses in Adult Ed	1.45	2.02	.00	6.00	44
College-level Reading Instruction Courses	2.43	2.53	.00	11.00	44
Years Since Last College-Level Reading Course	10.77	8.00	.00	30.00	35
College-level Psychology & Sociology Courses	4.50	3.81	.00	21.00	44
Years of College Credit Earned	4.58	1.01	.00	6.00	50
Age at Receipt of B.A./B.S.	24.42	6.22	20.00	47.00	36
Years Since Last Degree	17.14	11.60	.00	46.00	42
Father's Highest Grade	11.37	4.11	3.00	19.00	46

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Table B(cont.)

Descriptive Statistics for Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
Mother's Highest Grade	12.47	2.92	6.00	18.00	47
% Class Time to Reading Instruction	81.13	22.57	20.00	100.00	40
% Reading Gain to Instructional and Motivational Efforts	59.20	22.99	10.00	90.00	40
% Students to Reach Reading Goals	74.41	30.98	5.00	100.00	41
% Class Sessions Encouragement Given to All Students	57.78	24.02	10.00	100.00	46
PALS Total Score (0-220)	140.31	16.91	102.00	183.00	48
PALS Subtest 1 Score (0-60)	35.23	7.14	22.00	49.00	48
PALS Subtest 2 Score (0-45)	32.21	5.07	22.00	42.00	48

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Table B(cont.)

Descriptive Statistics for Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
PALS Subtest 3 Score (0-30)	19.65	5.10	6.00	30.00	48
PALS Subtest 4 Score (0-20)	15.31	3.67	2.00	20.00	48
PALS Subtest 5 Score (0-20)	15.21	2.91	5.00	19.00	48
PALS Subtest 6 Score (0-20)	11.15	3.91	4.00	18.00	48
PALS Subtest 7 (0-25)	11.60	3.62	2.00	19.00	48
Meeting Time (Day=1, Evening=2)	1.44	.50	1.00	2.00	41
Traditional Setting (Yes=1, No=2)	1.36	.48	1.00	2.00	45
Community-based Setting (Yes=1, No=2)	1.93	.25	1.00	2.00	45

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Table B(cont.)

Descriptive Statistics for Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
Work-place Setting (Yes=1, No=2)	1.82	.39	1.00	2.00	45
Urban Locale (Yes=1, No=2)	1.56	.50	1.00	2.00	50
Full-Time (Yes=1, No=2)	1.59	.50	1.00	2.00	46
Public School Reading Teacher (Yes=1, No=2)	2.00	.00	1.00	2.00	36
Certified to Teach Reading (Yes=1, No=2)	1.95	.22	1.00	2.00	41

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Table F

Descriptive Statistics for Significant Student-Level Variable

Variable	Mean	Std Dev	Minimum	Maximum	N
TABE Pre-test (0-999)	725.19	71.34	80.50	819.50	663

Table G

Descriptive Statistics for Significant Teacher-Level Variables

Variable	Mean	Std Dev	Minimum	Maximum	N
Years Teaching at Same Location	5.04	5.85	.00	24.00	48
% Reading Gain to Instructional and Motivational Efforts	59.20	22.99	10.00	90.00	40
Years Since Last College-Level Reading Course	10.77	8.00	.00	30.00	35
Years Since Last Degree	17.14	11.60	.00	46.00	42

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